

# *Managing Effectively*

**Goal:** To apply the specific managing skill of scheduling in various settings.

Effective leaders are good managers. They are able to see the big picture and are skilled in planning, organizing, and implementing a project. One specific managing skill is scheduling. You can apply your scheduling skills in the workplace, at school, and at home.

## **Part I: Scheduling Steps to a Project**

**Directions:** One way to schedule a project is to list the tasks that must be accomplished and determine when they should be started and completed in relationship to the end of the project. Use this method to schedule the creation of an employee handbook to be distributed at a meeting next month. The steps of the project are listed below in alphabetical order. Place step numbers in the appropriate place on the chart. Some periods may have multiple tasks listed.

- |  |                                    |                           |
|--|------------------------------------|---------------------------|
| 1. Assign writing                      | 6. Edit writing                    | 11. Staple cover to pages |
| 2. Complete writing                    | 7. Prepare final pages on computer | 12. Take photographs      |
| 3. Correct any mistakes in final pages | 8. Print fifty copies of cover     | 13. Write outline         |
| 4. Create cover sample                 | 9. Print fifty copies of pages     |                           |
| 5. Design cover                        | 10. Proofread final pages          |                           |

Time Relative to Presentation Date	Task(s)
5 weeks before	
4½ weeks before	
4 weeks before	
3½ weeks before	
3 weeks before	
2½ weeks before	
2 weeks before	
1½ weeks before	
5 days before	
4 days before	
3 days before	
2 days before	
1 day before	
Day of presentation	

*(Continued on next page)*

**Part II: Scheduling Resource Use**

**Directions:** There are four students in your biology study group-Tina, Jesse, Modisha, and you. The group meets to study together for an hour and a half on Monday and Wednesday afternoons after school. They can also get together to exchange information and resources every day at school. Today is Monday. The midterm is a week from Friday. The group has gathered study resources to prepare for the midterm exam. The resources are listed in the chart below.

Complete the chart to assign resources-use times, so members of your study group can share the study resources before the test. Write the name of the member who will have use of each resource on each day. A successful schedule will, as much as possible, give everyone equal time with each item and not give any person more than they can handle before the next trade-off time.

Resource	Mon	Tues	Wed	Thurs	Fri	Sun	Mon	Tues	Wed	Thurs
5 1-p. fact sheets										
4 2-pp. fact sheets										
12-pp. article										
2-pp. clipping										
4-pp. excerpt										
Book A 20 pp.										
Book B 15 pp.										
Book C 5 pp.										
Vocabulary study cards										
11 captioned photos										
Compilation of class notes										

**Part III: Applying Your Skills**

**Directions:** Create a schedule to organize tasks at home or to plan a family event. You might schedule computer time or another ongoing situation for family members. Or you might use your scheduling skills to plan a special event such as a family picnic or party. A schedule for such an event will have many parts, including when food will be bought, when it will be prepared, how it will be transported, and who will serve it. Write your schedule on separate paper. Attach your paper to this activity sheet.

# Negotiation and Mediation

**Goal:** To negotiate to achieve an acceptable solution to specific conflicts.

Negotiation is communicating about a problem to try to reach an acceptable solution. The ideal solution is a *win-win solution*—a solution that benefits everyone involved and has no real drawbacks for anyone. When a win-win solution is not possible, three other solutions are worth considering: *compromise*, when each party gets something they want but not everything; *agree to disagree*, which is simply accepting that you have a difference of opinion rather than arguing about it; and *withdraw*, or walking away from the situation to give both parties time to calm down and think.

## Part I: Negotiation for Various Types of Solutions

**Directions:** For each of the conflicts described below, decide which of the four types of solutions you think would work best for the situation described. On separate paper, name the type of solution you recommend and explain the reasons for your choice.

1. Jean's supervisor wants Jean to stay late to finish a report, so it will be ready for a meeting at 9:00 the next morning. Jean wants to leave an hour early to attend a program at her child's school. She said she could work at home later to finish the report.
2. For over an hour, Barry and Doug have been trying to schedule their respective parts of a project at work. At this point they disagree about pretty much everything. Their tempers are getting frayed. Their tones of voice are getting edgy.
3. Wes, Mary, and Carla have three different ideas about how to approach the job they have been assigned. Each wants to start with his or her area of expertise because he or she thinks that aspect of the project is most important.
4. Rita and Harry are active in their opposing political parties and argue all the time. Rita thinks her party's candidate is the only logical choice for mayor in the upcoming election. Harry thinks unless his party's candidate wins, the town will decline.

## Part II: Mediation

**Directions:** When other attempts to settle conflict are not successful, mediation can help. Mediation involves settling a dispute with the help of an impartial third party. Choose to act as mediator for one of the conflicts described in Part I. On separate paper, write what you would say and do to encourage the parties to try your solution. Attach your paper to this activity sheet.

## Part III: Applying Your Skills

**Directions:** On separate paper, describe a conflict of which you are aware. Suggest a win-win solution. To protect privacy, do not use the real names of any people involved. Attach your paper to this activity sheet.